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SPECIAL ACADEMY NUMBER Howard University Journal

A WEEKLY PAPER PUBLISHED BY THE STUDENTS OF HOWARD UNIVERSITY, WASHINGTON, D. C.

Volume IX

FRIDAY, FEBRUARY 9, 1912

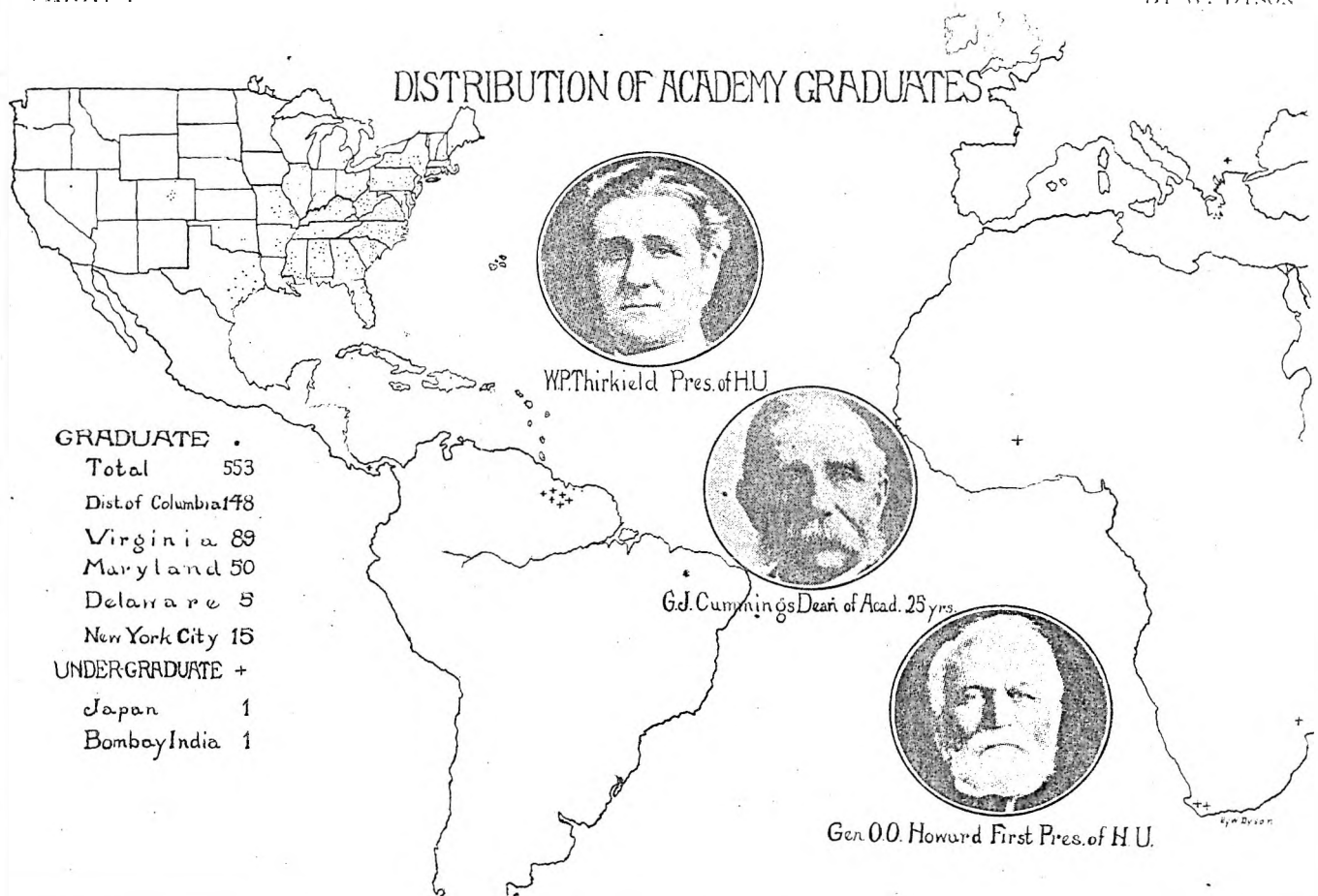
Number 14

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CHART I

BY W. DYSON



Academy—Its History Made Visible

By Walter Dyson, Instructor in History

FOR more than a quarter of a century, Dean George J. Cummings has wrought his life into the Academy of Howard University. After so many years of devoted service, it is fitting to review his labor. Too true it is that, while the evil men do, lives after them, the good is forgotten very soon. The following charts, therefore, attempt to emphasize and visualize his achievement.

Chart 2 shows the marvelous growth of the Academy for thirty years—a growth of 1800%.

Chart 1 shows that it's influence during this same period has been correspondingly great, extending from Toronto to the Cape of Good Hope; from Pike's Peak, "the Chippewayans" to the Himalayas, "the abode of snow;" embracing within it's wide influence the kingdom of the Mikado, Bulgaria, British Guiana, South Africa, India and Natal.

On this point also the following letters are clear.

(Continued on Page 5, Column 1)

Academy—Historic Sketch

By

Dean George J. Cummings

IT was my lot to take up at Howard the work which my dearly esteemed teacher Dr. Richards so well began, and in entering upon it, this seemed to be just the place to develop a fitting school of the good New England type for all the South-land.

This idea grew stronger and stronger and soon became the aim of every phase of its work.

It was not to compete with the District schools but to draw patronage from all parts of the South. Twenty-five years ago, beginning with less than fifty students, then one of the smallest departments in Howard, it has grown in numbers till to-day it is second only to one other, and a close second at that. Last year there were three hundred and sixty-one boys and girls on its rolls. They came from all parts of our country, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, West Virginia, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, Iowa, Kentucky, Missouri, Ohio, Indiana, Illinois, Colorado and Nebraska; as well as from Cuba, Porto Rico, Jamaica, St. Vincent, Barbados, Trinidad, Santo Domingo, South Africa, West Africa, South America, Bahamas, etc. The school is not only national, but international, and is in no sense a competitor for local patronage. It draws its pupils from forty states, countries and is-

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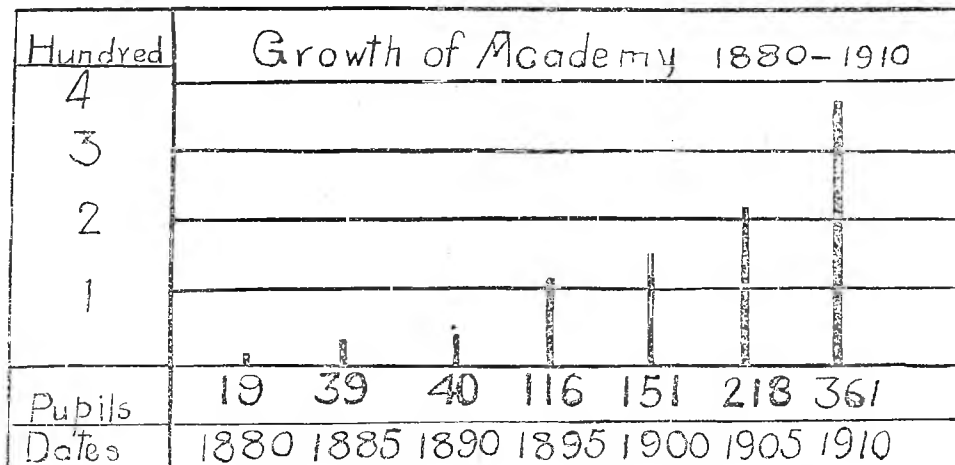
1900 Seventh Street, Northwest

lands and extends its opportunities to all who have a desire to be and to do.

In this respect it has fully met the hopes of its faculty.

Twenty-five years ago, it had only one course of three years, with no special studies in English or Sciences. Today it has four courses of four years each, with strong courses in English and Sciences, as well as in Mathematics, and the Ancient and Modern Languages and History, and the recitations are all one hour periods. What has been the ambition of the faculty is realized in the standard of its curricula as recognized by the Northern colleges in

CHART 2



By W. Dyson.

See H.U. Catalogues.

extending to the Department, unasked, the privilege of certificates for its graduates, and many of these have entered such colleges as Yale, Harvard, Dartmouth, Amherst, Brown, Williams, Cornell, Oberlin, Michigan University, University of Minnesota, etc., and as yet they do not fail to carry our banner high. We believe that in having strong courses thoroughly administered by competent teachers we are best serving our day and generation and doing the best thing for old Howard.

Our work, of course, is largely bending the twig, and yet, "as the twig is bent, the tree is inclined."

We have at Howard a society

called the Eureka, known wherever Howard is known. Last year four of the young men, who had enjoyed its training, helped to win the honors of the inter-collegiate debates. One of them was placed on two different teams; so that five of the nine were Eureka boys, and it is interesting to note, that all of these had been trained in the good old classical course, so often belittled in our times.

There is another thing worthy of mention. I find by examining the list of our college graduates for the past ten years, that over 48 per cent are those who fitted in the Preparatory Department.

The boys and girls who enter the Academy are introduced into a student atmosphere that is strongly collegiate and they are constantly being influenced by it. Many a poor boy comes to us with only the glimmer of hope to be

able to take a college course, but soon he catches the spirit around him and ultimately finds his way into college, and such persistence gives the high percentage as stated before, of those who go through and graduate, while many others drop out. Can you mention any

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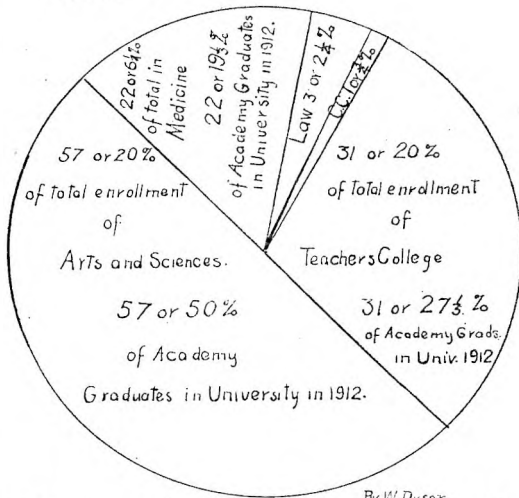
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CHART 3



Distribution of Academy Graduates in University in 1912.

other one source whence does, or can come such results? And when these graduate from us here, we find them scattered about the country in the High Schools and prominent positions in our land. In our own city High Schools some ten or more of the teachers got their start in the Academy.

But many have gone at once from the Academy into teaching and other lines of work and are meeting with success. Just a word about a recent graduating class. It numbered 32. Of these, 23 entered our own colleges; 4 went to northern colleges; 4 joined the Medical College— in all, 29, or 90 per cent of the class. Is there anything more significant?

In closing allow me to call your attention to the fact that two deans of Howard and three of her teachers received their first "bent" in this department. Shall I mention them? Deans

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hall by themselves where they can be restrained by wholesome supervision, the future career of the Academy will be one of undiminished usefulness.

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CHART 4

Growth of University under President Thirkield, 1905 to 1910

ENROLLMENT	1905	1910†	GAIN	Perc't Gain
University	818*	1382	564	69
Academy	218	361	143	66
Theological Dep't	92	123	31	34
Arts and Sciences	62	216	154	248
Commercial College	51	113	62	121
Teachers College	52*	129	77	148
Medical Department	212	365‡	153	72
Law Department	112	118	6	5

*Elementary School excluded. †Duplicates excluded. ‡Standard raised.

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Students and Alumni of the University are invited to contribute. Address all communications to

Howard University Journal,
Howard University,
Washington, D. C.

Friday, February 9, 1912

EDITORIALS

The facts presented in this issue of THE JOURNAL on the growth and work of the Academy are significant. It is very clear from the arguments presented, that as a feeder for the other various departments of the University, the Academy is indispensable. We realize that there are high schools in the various large cities of the North and West, but, as is clearly shown in this issue of the paper, the students of Howard en masse come from the far Southland, and necessarily so. And it is in the Southland that secondary education is most inadequate.

It may be argued that the high

schools of the cities are available for this class of students; but the high schools are already overcrowded.

We hope the Academy will continue to grow and enlarge in teaching force and equipment.

Much credit is due Mr. Dyson, and his pupils for gathering the data and making the graphs that illustrate this special issue of THE JOURNAL.

The Faculty

By Dean Cummings

The growth of the faculty of the Academy has been commensurate with the growth of the Academy in general. From one teacher thirty years ago it has increased to ten and three assistants all well fitted for the work.

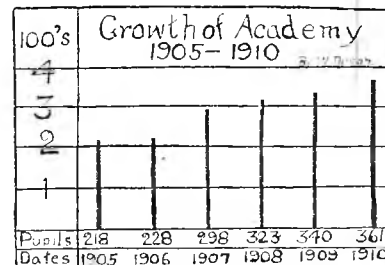


Prof. C. S. Syphax, A. B., LL. M.
Associate Professor of Mathematics

Professor Syphax is a graduate of the School of Liberal Arts, and of the School of Law, of Howard University. During the year 1910-11 he was a graduate student in mathematics at the Catholic University of America. He has been engaged in the work of teaching for twenty-one years in point of service among the oldest teachers at the University. His long experience in secondary work and his uninterrupted contact with young men, make him an invaluable associate of the Dean.

(Continued on Page 6, Column 2)

CHART 5



Dean Cummings

The life of Dean Cummings as a teacher is interwoven in the growth and enlargement of the Academy. Coming to Howard as the worthy successor of the late Cyrus S. Richards, he brought a large and sympathetic heart and abiding love for the work. In unstinted measure he has labored for a quarter of a century which period, if we pause and reflect, is no short one to spend in the life of an institution. The seed early sown by him is now bringing forth abundant harvest. The work was ever an inspiration, if not a realization. His heart has always beat in unison with those of his pupils. His lasting memorial is here. Behold a man of the highest ideals of life and of Christian character! One who has spent himself in the service of the youth at Howard.

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Academy—Its History Made Visible

(Continued from page 1, column 2)

Lynchburg, Va.,

Jan. 13, 1912

Professor G. Cummings

Dear Friend:—

There is a vast amount of work to be done here. The standard of education is not as high as at our school.

I am truly proud of the little education I have and trust soon to be able to complete a College course or specialize in Domestic Science.

Yours Truly,

E. E. Howard

Johnson City, Tenn.,

Jan. 27, 1912

My dear Dean Cummings:—

I am making application for a position in the State Normal, as Assistant Domestic Science teacher..... I shall always be conscious of the good influence, and advice given me while under your care, I am

Your devoted pupil,

Shirley L. Cecil

Bowling Green, Ky.,

Dec. 28, 1910

Prof. George Cummings, A. M.

My dear Prof:—

Thanks to you for the foundation of my education. Certainly it is a pleasure to me now, to be the only real Greek scholar in this town among the colored and white brethren of the Ministry. I read my New Testament in

CHART 6

By W. DYSON

STATES	Population of School Age 1909		Number of Public High Schools, 1909	
	WHITE	NEGRO	WHITE	NEGRO
South Carolina*	201,868	316,007	129	4
North Carolina	437,376	232,624	179	0
Mississippi*	241,218	360,925	139	8
Alabama	364,266	311,552	124	4
Georgia	422,362	393,638	200	11
Louisiana	273,067	257,058	80	1
Virginia	397,917	246,797	251	5
Maryland	283,847	74,818	83	1

*More Negroes than Whites. See Commissioner of Education, Report 1910

Greek every day in preparing my sermons.

Mr. Claybourn George, in the College is my pupil and by my advice he came to Howard University.

Your pupil, Botts

Furthermore this influence is felt not only abroad but within the University itself. For ten years from 1900-1910, 48% of the College graduates "preped" in the Academy here. As further evidence of this fact, a study of chart 3 shows that there are (114) Academy graduates in five of the six departments of the University to day.

Of their work the following is said.

"On the whole, their work is good."

"Their work is excellent."

"With a few exceptions, their work is good."

"Their work is among the best."

Notwithstanding this wide influence, this marvelous growth, it is still fit and proper to inquire whether the department has shared equally in the miraculous "arousment" which has bestirred the University under the energetic leadership of President Thirkield. Chart 4 shows that during the period from 1905-1910,

the University enrollment increased 69%; that during the same period the enrollment of the Academy increased 66%. Within the same five-year period, the annual increase of the Academy was marked and uniform. Chart 5 makes clear this point.

But in spite of this marked and uniform growth, some will ask, sincerely too, is the Academy a hindrance or benefit to the Uni-

CHART 7

Millions	Children of School Age in South 1909		Public High Schools in South 1909		Thousand
	White	Negro	White	Negro	
7½					3
5					2
2½					1

By W. Dyson.

See Com of Education Report 1910.

versity at large? Waving all financial consideration, Chart 6 will shed light on this point. This chart reflects the stubborn fact that the College departments of schools like Howard University, Atlanta, and Fiske, look in vain to the public High Schools of the South to feed them. If they would be fed, they must to a large extent feed themselves. In North Carolina, not one public High School for Blacks; in Maryland, one, the efficient Baltimore High School; in South Carolina four. In the same states there are (232, 624), (74,818), (316,007) negro children of school age respectively. One hundred thousand (114,139) more black than white children of school age in the latter state. Yet that state with 100,000 more blacks has 125 public High Schools less for them than for the whites.

There are, however, for the Negroes in several Southern States, State Normal, Sectarian and Non-Sectarian Schools, some of which charge a tuition which excludes many. Suffice it to say that with all the so-called High Schools for the Negroes in the South (some are but half High Schools,) the supply is far below the demand



Mr. Walter Dyson, A. M.
Instructor in History and Economics

Just how inadequate this supply is in sixteen Southern States, is suggested and merely suggested, by chart 7. About 3,000,000 probable Negro applicants for secondary education in the South; for them, 141 High schools; about 6000,000 probable white applicants for the same education, with 2500 public High Schools to receive them. One half as many Negro children, one twenty-fifth as many schools! If, for the 6,000,000 there are not too many—and there are not, verily, the 3,000,000 have too few!

The Faculty

Continued from Page 4, Column 3

Mr. Walter Dyson, A. M.
Instructor in History and Economics

Mr. Dyson, a graduate of Fiske and Yale is a graduate student in History and Economics in the University of Chicago. Of his work last summer the following is said: "The History Department has decided in view of the excellent report which Professor Latane has made on the character of your work, to recommend that you be granted extra credit for same." (H. V. Ames, Dean U. of P.) This careful preparation, and a long experience make him an effective teacher. Mr. Dyson has published a Syllabus of his work, and recently contributed to "Education" a device for the review of text-books in history, which is considered by the editor as "ingenious and suggestive."

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Mr. Joseph G. Logan, Ph. B.
Instructor in Physics and Chemistry

Mr. Logan is well equipped for his work, being a graduate of the School of Liberal Arts of Howard University and having had in addition, six years of experience in teaching and the rare opportunity of studying under Prof. Sabine of Harvard and Professors Millikan and Alexander Smith of the University of Chicago. Along the line of investigation, Mr. Logan is at present making a study of the water-supply of American cities, having already presented the results of his labor on the Washington and Philadelphia systems to the Bethel Literary and Historical Society of this city.

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Miss A. R. Barker, A. M., Pd. B.
Instructor in English and English History

Miss Barker holds the Bachelor's and Master's degrees in Arts from the University of Vermont, and the degree of Bachelor of Pedagogy from the New York State Normal College. She brings to her work rich experience, having taught in high schools in Topeka, Kansas City and Ottawa, Kansas. Miss Barker has taught in Howard University more than a decade. Her ideals in scholarship, thoroughness, and devotion have brought her uniform success.

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Mr. Davis holds the degree of Bachelor of Arts from the School of Liberal Arts of Howard University and the degree of Master of Arts from the Graduate School of the University of Chicago. He has published a dissertation entitled, "The Conditional Sentence in Terence" and has recently contributed to "Education" an article "A Brief for the Classics." He has been an instructor in the Ancient Languages in the Academy for four years and has given ample evidence of his full equipment and fitness for the work entrusted to him.



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Mr. J. S. Thomas, A. B.
Instructor in German

Mr. J. S. Thomas is a graduate of the M St. High School, Washington, D. C., and of Wesleyan University, Middletown, Conn. Mr. Thomas also completed three summers of Post-graduate work in German and Education in Columbia University, New York City, looking towards the degree of Master of Arts. While in College Mr. Thomas's major was Modern Languages. These facts, coupled with his experience of three years as instructor in German in the Baltimore High School, fit him to do work in German both efficiently and effectively.

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Mr. Robertson is a graduate of Va. Union University, Richmond, Va., and a Bachelor of Pedagogy of the Teachers College of Howard University, having completed a post-graduate course in Education, specializing in Mathematics and German. He comes to us highly recommended and, in addition to a careful preparation, has had an experience of three years as a teacher.



Mr. C. C. Robertson, A. B., Pd. B.
Instructor in Mathematics

Mr. I. M. Mason, a graduate of Talladega and Yale, Mr. Edwin H. Lee, B. S., of Columbia University, and Mr. Neal B. Spahr, A. B., of University of Chattanooga, are serving as assistants in French, Latin and English respectively.

Mr. Charles H. Mason, Stenographer to the Dean, is rendering very efficient services to the Department.

The Academy Teachers

A casual survey of the list of instructors in the Academy shows that they are progressive and growing. All have taken, or are pursuing post graduate work. Chicago, Yale, Harvard, Vermont, Chattanooga, Pennsylvania, Columbia and the Catholic University of America, are represented.

Note Academy Issue

Upon the request of the Academy we have made this a Special Academy Issue. In this issue there are set forth a few outstanding facts regarding the great work done and being done by Dean Cummings and his associates. This Special Academy Issue is in toto the work of those connected with the Academy.

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